

Designing and Organizing "Learning Through Play" Activities in Teaching Vietnamese in Primary Schools



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ABSTRACT: In the primary school program, Vietnamese is an important and necessary subject to help students develop language, logical thinking, communication, and convey their ideas and emotions better. Therefore, in the process of teaching Vietnamese in primary schools, teachers need to arouse students' interest and joy in learning in order to develop necessary qualities and abilities. Learning through Play in teaching Vietnamese is a useful and effective solution. Based on research on teaching Vietnamese in primary schools and documents on "Learning through Play"; combining research methods such as: Inductive, analytical, and synthetic methods, the article clarifies "Learning through Play" as a new approach in teaching. From there, the author gives some suggestions for designing and organizing "Learning through Play" activities in teaching Vietnamese in primary schools, contributing to developing qualities and abilities for students...

KEYWORD: Learn through Play, Vietnamese subject, elementary

I. INTRODUCTION

Primary education in Vietnam is entering a new era. A new curriculum, based on learners' competencies, marks a shift from a knowledge-based education system to one that truly values the holistic development of learners, aiming to "prepare children to adapt to the rapid and complex changes of future society" [2]. This necessitates a stronger emphasis on fostering students' proactive, positive, and autonomous roles in the learning process. The application of Learning through Play contributes to helping teachers successfully achieve this goal. " Learning through Play creates opportunities for students to engage in diverse play activities, ensuring that they learn through activities and by actively participating themselves. This aligns perfectly with the current trends in teaching innovation" [1].

Globally, a notable representative of the trend of using play in learning activities as a means of fostering children's holistic development is the renowned Czech educator I.A. Komenxki (1592–1670). He considered play as an essential activity that aligns with children's nature and tendencies. Ph. Froebel was a pioneer who introduced the idea of integrating teaching with play for children. He believed that through play activities, children could perceive the beginnings created by the god, which exist everywhere, and understand the laws that create the world. Parker, R & Thomsen also stated that "children can enhance their social, emotional, cognitive, creative, and physical skills through active participation in learning experiences that are enjoyable, meaningful, and socially interactive". [6]

In Vietnam, learning through play is also an essential activity in schools. The "Integrating Learning through Play into Primary Education" (iPLAY Vietnam) project officially launched in 12/2019 with a collaboration between VVOB in Vietnam and the Ministry of Education and Training. The project aims to enhance the capacity to innovate teaching and assessment methods by integrating learning through play into the teaching process, this initiative contributes to the effective implementation of the 2018 General Education Curriculum, which seeks to develop the qualities and competencies of primary school students. VVOB in Vietnam, in collaboration with experts from Ministry of Education and Training and pedagogical universities, compiled the "Training Materials for Educational Administrators and Primary School Teachers on Learning through Play". The set of documents has been evaluated and approved by the Ministry of Education and Training in Decision No. 1277 dated April 14, 2021. Through these materials, educational administrators and primary school teachers are provided with practical suggestions on methods and techniques for applying learning through play in the teaching process, in order to make learning more engaging and effective for students.

From the "Integrating Learning through Play into Primary Education" project, several studies have explored and applied Learning through Play in teaching. Authors Phó Đức Hoà and Hoàng Mai Quyên, based on surveys and research on the awareness, attitudes, and implementation of Learning through Play to create experimental opportunities for Grade 2 students in Mathematics, observed that most school administrators and teachers have a good understanding of the significance, role, benefits, and methods of organizing Learning through Play Learning through Play activities. They also recognize the necessity of integrating Learning through Play into

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schools. However, the authors identified some limitations in the application of Learning through Play: "Teachers do not utilize a diverse range of games, leading to students being easily bored; Some teachers, students, and other educational stakeholders have an insufficient understanding of the role of Learning through Play; Students are not really serious during Learning through Play activities and often consider them as entertainment activities, that lead to the lack of the right motivation and proper attitudes in learning"[4]. Author Lê Thị Thu Huyền provided suggestions to help primary school teachers apply Learning through Play in organizing experiential activities aimed at developing students' competencies [3]. Author Lê Thị Bích Vân conducted an overview study on Learning through Play in preschools [8]. Meanwhile, author Nguyễn Thị Kiều Oanh proposed measures to help primary school teachers apply Learning through Play in "designing and organizing learning activities in teaching Mathematics in primary schools". [7]...

Overall, the studies, the articles unanimously affirm the advantages of applying Learning through Play in enhancing teachers' capacity to innovate teaching and assessment methods. By integrating Learning through Play into the teaching process, these processes contribute to the effective implementation of the 2018 General Education Curriculum, aiming to develop the qualities and capacities of primary school students.

In this article, the author applies Learning through Play to design and organize Vietnamese teaching activities to contribute to developing the qualities and abilities of elementary school students.

II. RESEARCH RESULTS

2.1. Concept about Learning through Play

2.1.1. Concept

"*Learning through Play is an educational approach in which students can interact, experience, explore and solve problems in a fun and exciting learning environment. Play activities are connected to learning goals to develop children's qualities and abilities.*" [1]

Learning is not simply memorizing knowledge. If students have many opportunities to share opinions, practice and choose the content and learning method, they will learn more effectively, be more interested and gain practical skills to serve life, thereby developing their own qualities and abilities. Play is not limited to games with rules and regulations. Play includes many types of rich and diverse activities and experiences that students are free to explore. These activities are often directed by teachers but are also sometimes initiated by students. Teachers need to believe in students' abilities and create opportunities for them to develop their thinking ability and be proactive in activities instead of always being given detailed instructions, specific guidance and thorough explanations.

2.1.2 . Characteristics and types of Learning through Play

* Characteristics

Learning through Play activities often include outstanding characteristics such as: *excitement, meaningful, active participation, with many opportunities for experimentation and social interaction.*

The characteristics of Learning through Play can be expressed at different levels in an activity and it is not necessary that every learning activity must have all of the above 5 characteristics. However, during the teaching process, teachers need to create opportunities for students to experience joyful and unexpected moments, make meaningful connections, be interested in participating, experiment many times, and bond with friends and teachers, teacher in Learning through Play activities.

* Type

Learning through Play is demonstrated with types of activities associated with exciting learning, which include:

Free Learning through Play: This type is completely initiated, organized and controlled by students. With freedom, students will explore, play and explore on their own with few constraints and limitations.

Learning through games: pre-designed with rules and regulations, but students still feel excited when playing

Oriented learning system: This type is initiated by teachers and provides guidance for students to proactively implement. Teachers can support by setting up a play environment, participating in play with students, asking questions, giving suggestions, giving examples... This type helps students have many learning experiences with learning specifically.

Learn through detailed, specific instructions and teacher control, designed by the teacher with a certain structure. Teachers set learning goals, provide clear and detailed frameworks and instructions for students to follow. Students mainly follow the direct guidance and control of teachers without many opportunities to express their own ideas and opinions.

The classification of types of learning through play is only relative. Depending on the context, purpose of organizing and implementing the activity, there may be an intersectional relationship between the types of Learning through Play.

2.1.3. Benefits of Learning through Play.

Thanks to Learning through Play, students will become independent, self-reliant, actively interact socially, creative, adapt well to situations and be able to solve problems well. These are skills identified as necessary for people in the 21st century, creating a solid foundation for lifelong learning. Learning through Play contributes to the comprehensive development of students: Learning through Play contributes to the cognitive development of students; Learning through Play contributes to developing students'

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creative thinking; Learning through Play contributes to the development of social communication skills; Learning through Play contributes to students' emotional development; Learning through Play contributes to students' physical development.

When applying Learning through Play, students will have the opportunity to practice different skills in different contexts and in different subjects. These things certainly contribute to improving students' learning outcomes.

2.2. Principles for designing and organizing Learning through Play activities in teaching Vietnamese in primary schools.

2.2.1. Connect Learning through Play with learning goals.

When designing and organizing Learning through Play activities in teaching Vietnamese, play activities need to be associated with the objectives of the lesson/topic to become learning activities, only then will students have the opportunity to learn, practice and experience skills and competencies that are difficult to achieve when teachers teach through direct instruction.

2.2.2. Promote student autonomy.

Teachers need to encourage student autonomy to create opportunities for students to experience excitement, meaning, social interaction, active participation, and the opportunity to experiment many times. When students are autonomous, they will find themselves in control of the learning process and more responsible for their learning, with the support of their teachers.

2.2.3. Effective classroom management

When applying Learning through Play, teachers need to manage their classrooms effectively by creating a classroom culture in which all students work effectively, respect each other, and care. Teachers can mobilize students to participate in some classroom management activities. Doing so, in addition to sharing work with teachers, will help increase the autonomy and cooperation of students with teachers and students with students. From there, the classroom is managed more easily and effectively.

2.2.4. Arrange the classroom space in a positive and open direction.

A classroom arranged in a positive and open direction is a classroom in which learning materials and equipment are intentionally arranged to stimulate student curiosity and encourage students to participate in learning. Suggest appropriate ways for students to have fun and study.

2.3. Design and organize Learning through Play activities in teaching Vietnamese in elementary schools

To design and organize Learning through Play activities in teaching Vietnamese in elementary schools to be highly effective, it is necessary to always apply 5 characteristics and 4 principles of Learning through Play when preparing lessons and always practice them and show in 3 steps. Specifically as follows:

2.3.1. Develop a Vietnamese lesson plan based on Learning through Play

a. Determine teaching goals according to the Learning through Play approach.

Teachers need to determine the learning requirements to be achieved for each specific lesson. These goals are determined and selected based on curriculum research. From the subject curriculum, teachers find out the requirements of the lesson/topic; Select the content flow to organize Learning through Play, determine the objectives of the lesson/topic and estimate the number of periods corresponding to that exercise/topic. If the lesson/topic has been designed in the textbook, teachers need to research the program to find out the requirements that the lesson/topic is aiming to achieve, and from there, determine the lesson's objectives. Lesson goals are the goals students need to achieve, not the teacher's goals. Each goal should be prefaced with a verb.

Example 1: When teaching Lesson 2: Rhyme: an- at ; In the Grade 1 Vietnamese Textbook, teachers can determine the requirements to be met in the lesson, and on that basis, determine learning goals through play.

Determine the requirements to be met for the lesson	<ol style="list-style-type: none"> 1. Can read and write words that rhyme an and at; Learn how to read an, at and rhyming words an, at. 2. Find words containing the rhymes an, at 3. Read and understand the article Sharing gifts. 4. Can say thank you in appropriate situations. 5. Know how to express gratitude.
The goal learn through play (Choose goals of learning activities through play that contribute to the needs of the lesson)	<p>Teachers can choose 2 requirements to meet to organize learning activities through play</p> <ol style="list-style-type: none"> 2. Find words containing the rhymes an, at. 4. Can say thank you in appropriate situations.

b. Select content suitable for identified goals.

The main activities in a lesson are usually: Introduction (warm-up, connection) → Discover new knowledge → Practice, Practice → Apply

Learning through Play can be included in any step in the process of teaching Vietnamese, but it will be more effective when teachers consider choosing appropriate content. These are contents that both aim to meet selected requirements and help students promote the 5 characteristics of learning through play in an active and positive way.

Corresponding to the requirements to be achieved identified in Example 1 - Section 2.3.1(a), teachers can choose content appropriate to the goals as follows:

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* Requirement 2: Find words containing the rhymes an, at

<p>The organization's goal is Learning through Play</p> <p>Helps students recognize the rhymes an, at and find words that rhyme an, at - From there, develop reading and writing skills and expand vocabulary. Therefore, teachers can choose learning content through play associated with specific Discovery activities in step: Create new words that rhyme an, at.</p>	<p>Content of Learning through Play</p> <p>The teacher gives the rhyme an, at, then instructs the students to choose any initial sound (from the initial sounds available on the board) and combine the selected initial sound with the rhyme an or at to create a meaningful sound.</p> <p>Example: Chát</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">ch</td> <td style="padding: 2px 10px;">at</td> <td style="padding: 2px 10px;">/</td> <td style="padding: 2px 10px;">chát</td> </tr> </table>	ch	at	/	chát
ch	at	/	chát		

* Requirement 4: Can say thank you in appropriate situations.

<p>The organization's goal is Learning through Play</p> <p>Students know how to apply the knowledge they have learned in the Speaking and Listening sections to say thank you in appropriate situations. Therefore, teachers can identify Learning through Play content associated with practical steps or applications in Speaking and Listening activities.</p>	<p>Content of Learning through Play</p> <p>The teacher organizes students to practice speaking in pairs for 2 minutes: One student asks: When dad gives you a gift, what will you say? The other friend answered. Then switch roles. Teachers encourage students to change words in their answers.</p>
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c. Select and use Learning through Play organizational methods/techniques

The choice of teaching method/technique should be based on factors such as: requirements to be met of the lesson/topic; teaching content, students' abilities and qualifications; Means and facilities to serve the organization of teaching; time to carry out teaching activities; Practical local life conditions serve the lesson/topic.

2.3.2. Implementation organization

The organization of Learning through Play lessons in teaching Vietnamese in elementary schools needs to clearly demonstrate the 5 characteristics of Learning through Play. That is:

a. Make the activity meaningful

Meaningfulness is shown in students connecting lesson knowledge with daily life practice. To make teaching activities meaningful for students, when designing and organizing Learning through Play activities in Vietnamese subject, teachers can: Create opportunities for students to draw, write statements to Reveal your own knowledge, skills and experience to connect with the new content of the lesson/topic; Ask open questions, problem situations; Organize students to practice using familiar objects and images; Practicalize teaching content; Use active teaching techniques such as: Lightning, KWLH...

Example 2: In the Vocabulary Expansion Lesson: Festivals, Commas (Vietnamese subject grade 3)

In the Practice: Activity 2: Find the names of some festivals and some activities in the festival

Objective of this activity: Students find some words related to the festival theme; Can make sentences with words related to the festival theme. To make this activity meaningful: Teachers can apply the puzzle piece technique.

Round 1 – Expert group. Based on the pictures and documents collected, students discuss in groups (6-8 students), write the name of the festival, the name of the association, the names of activities in the festival and the festival on word cards, and attach the word cards to the group board. (Note, the group board is divided into columns for students to tag words: festival name, association name, name of activities in the festival and festival). The groups' products are hung around the classroom.

Round 2: Members of the expert group move, combine other groups to form a new group, write on word cards and post them on the group board to add additional words discussed in the expert group; Representatives of several groups present their results to the class. The whole class chooses the group with the best results; Some students shared what they knew about festivals, and festival activities (eg: Have you participated in any festivals? What activities take place during the festival? Your school or locality). What festivals are there in your locality? When participating in the festival, what attitude should you have?...; The teacher summarizes the vocabulary students have found and provides additional explanations (if necessary) (Or the teacher presents) on the “Word Tree” projector was Prepare in advance and help students open festival extension permits.

Thus, with the puzzle piece technique, in this activity, students can mobilize their existing vocabulary about festivals and discuss with friends in groups to learn and gain new vocabulary about festival topics.

b. Increase student participation

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When Learning through Play, students have the opportunity to participate in many exciting learning experiences and activities with high autonomy. In Learning through Play, teachers need to attract students to voluntarily participate, stimulate and encourage students to actively express their thoughts and actions; Create opportunities for students to be confident and responsible when participating in activities instead of forcing, directing and explaining everything to students. Students have choices - big or small - about the content or their own learning process and adjust their learning activities when participating in individual or group work. Teachers can use a number of teaching methods and techniques to increase student participation in Vietnamese subjects such as: Using the Expert Group technique; Use the technique of Arousing Curiosity; Use the Seeing – Thinking – Wondering technique; Use Creative Expression techniques; Use the Gallery Visit technique.

In example 2, section 2.3.2 (a), the teacher used the puzzle piece technique to attract students' attention and participation in the lesson. All students were able to share their understanding of some rituals, festival, association, some activities in festivals and associations.

c. Increase social interaction for students

For Vietnamese subjects in elementary schools, to design and organize Learning through Play activities to enhance social interaction abilities for students, teachers can: Establish and maintain behavior based on respect between teachers and students, between students and students in Learning through Play. This relationship can be established through friendly gestures, encouraging students to express their opinions, using lots of praise, not criticism; create laughter in every lesson; Changing the context, new and different forms of learning such as: outdoor learning, hands-on learning or experimental activities... help expand students' connections with society and eliminate barriers between individuals, individuals and groups. These opportunities promote interpersonal communication and social skills for students; Organize students to work together in groups; Use the Debate method.

For example, in section 2.3.2 (a), the puzzle piece technique is used in the activity: Find the names of some festivals and associations, some activities in festivals and festivals. The teacher allowed students to discuss and do work in groups, present your own knowledge, and learn more from your peers' products. This is to enhance students' social interaction ability.

d. How to give students more opportunities to experiment?

When organizing Learning through Play activities in designing and teaching Vietnamese, teachers need to create opportunities for students to explore and learn new concepts through experiential, research, and trial activities. Retest hypotheses to find satisfactory answers, so students will explore and understand the lesson content more deeply. Teachers can use a number of ways to create many experimental opportunities for students in teaching Vietnamese such as: Using problem situations; Use active teaching techniques.

Example 3: In the Vocabulary Expansion Lesson: Festivals, Commas (Vietnamese subject grade 3)

In application activities: the goal of this activity is to help students grasp lesson knowledge and apply it to specific situations. To help students have more opportunities to experience, in this activity, the teacher used Learning through Directed Play. How to proceed: Game "Secret Door" (The game has 3-4 doors, after each door is a fun question related to the content learned, each question has 3 answers, students will choose the correct answer by holding up the opinion card. Thus, students will review the knowledge they have learned in the lesson.

e. How to create excitement in Learning through Play activities

In teaching, whether interest appears for a short time or lasts throughout the entire lesson, it is one of the basic characteristics of Learning through Play. To design and organize Learning through Play activities to bring excitement to students in Vietnamese, teachers can apply a number of ways: Make the activities new, ask suggestive questions, create challenge and provide materials that stimulate children's curiosity. Design fun lessons, especially useful for lessons that need to build skills and require repetition (Learn rhymes); Organize games and quizzes; Using the Theater method; Use the technique Complete a task.

In example 3, section 2.3.2 (d), with the Secret Door game, the students' interest is shown in: Students can play the game, challenge themselves with questions from the secret door. dramatic, suspenseful way.

2.3.3. Evaluate the lesson

For assessment in lessons applying Learning through Play in Vietnamese subjects in elementary schools, there will be 4 forms of assessment.

a. Students self-assess

For this form, the following methods can be used: Assessment by checklist (teacher gives students a checklist designed by the teacher and guides students to implement after completing the lesson); Assessment based on learning process (students can self-assess according to the stages and progress of learning activities in class). This form of assessment helps students self-assess to identify their current level, consider where they are in the learning process so they can adjust their learning methods effectively to meet their goals and requirements. requirements of the subject/educational activity.

b. Peer assessment among students

Peer assessment in teaching Vietnamese in elementary schools means that learners participate in evaluating the products and work of other learners. This is the process of individual students in the classroom participating in a learning activity/program to evaluate each other. Peer assessment does not focus on assessing learning outcomes but rather aims to support students throughout

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their learning process. This means that students will evaluate each other based on predetermined criteria. Teachers teaching Vietnamese can use the Self-Assessment Checklist for peer assessment.

c. Teachers evaluate students

To evaluate students in learning through play teaching activities in Vietnamese subject, teachers, in addition to using the student evaluation checklist, can also use other evaluation techniques: questioning techniques. Based on the goals and requirements to be achieved, as well as physiological and psychological characteristics (students' cognitive level, experience, etc.), teachers can ask questions at different levels to assess the level of understanding. completed compared to the output standards or the level of formation of students' capacities and qualities in Learning through Play.

During the process of applying Learning through Play in Vietnamese, teachers evaluate students for the purpose of collecting information related to the learning process, student progress, or determining student interests during the application process. Learn through Play. On that basis, teachers adjust the application of Learning through Play right during and at the end of each stage of teaching and education to improve the quality and effectiveness of students' learning and training activities, contributing to Achieve the goal of helping students develop comprehensively.

d. Teachers self-evaluate to learn from experience

Teacher self-assessment will help: Teachers know what content they have done well in the process of applying Learning through Play. What content needs to be adjusted so that the application of Learning through Play in the classroom brings better results to students' learning? Helps improve teachers' expertise in Learning through Play, thereby meeting the requirements for innovating teaching methods, in accordance with teacher professional standards.

III. CONCLUSIONS

"Teaching is an art", to successfully design and organize Learning through Play activities in Vietnamese requires teachers to be flexible and demonstrate their own creativity when organizing teaching activities. . That application process must be carried out and clearly demonstrated in the basic steps of the teaching process, from the stage of preparation before class to the stage of organizing classroom learning activities for students and Evaluation after the end of teaching activities.

Learning through Play in Vietnamese subjects has special meaning for elementary school students. It not only satisfies children's need to play and be entertained, but also contributes to the development of psychological functions and personality formation for students. Learning through Play will stimulate students' intellectual development and train many necessary skills for them. At the same time, Learning Through Play is a very useful activity that creates a fun and exciting atmosphere for learning. Therefore, teachers should take advantage of play activities to create opportunities for children to learn and experiment during the learning process, especially in Vietnamese.

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